Lesson Plan Outline

Lesson Title: Public Speaking and Listening Through Debate

Date/Sequence/Duration:

1. Lesson Overview:   
     
   In this lesson, students will be taught the importance of developing good communication skills. With this knowledge in mind, students will be asked to participate in a class debate. In this activity, students will develop an argument, organize their ideas, and present to the class. Students will also be asked to listen, understand, and analyze other students’ arguments.
2. Lesson Rationale:   
     
   In our society today, it is imperative that students develop good communication skills. Learning how to listen and speak effectively is essential to a student’s personal, academic, and future professional success. Students must learn how to not only express their thoughts to various different audiences, but also need to learn how to do so effectively. Students need to learn how to listen and understand what another is saying. Without good communications skills, our students will not be prepared for the real world and be incapable of becoming a productive member of society. Through the learning of how to conduct research, organize ideas, and effectively present and analyze arguments, students will learn critical skills that are nesecary to become an active participant in society. Good communication skills also foster self-confidence in a person and likewise will allow our students to better maintain confidence and control in their lives.
3. Lesson Objectives:

* SWBAT gain knowledge of the importance of public speaking through class debate. (Mainstream, Speech Emergence, & Intermediate Fluency)
  + Pre-Production and Early Production students will be able to gain knowledge of the importance of public speaking through viewing popular videos of debates (for example, presidential debates).
* SWBAT to use their text to gather information to develop arguments for their debate topic. (MS, IF)
* SWBAT organize their ideas to persuade the class for their argument. (MS, IF)
* SWBAT speak in a class setting their reasons for their debate topic. (MS, SE, IF)
* SWBAT demonstrate a knowledge importance of body language during public speaking. (ALL)

1. Sunshine State Standards:

LA. 910.5.2.1 Students will select and use appropriate listening strategies   
according to the intended purpose

LA.910.5.2.2 Students will research and organize information for oral communication appropriate for the occasion, audience, and purpose

LA.910.5.2.3 Students will use appropriate eye contact, body movements, voice   
register and oral language choices

LA.910.3.1.2 Students will address purpose, audience, a controlling idea, logical   
sequence, and timeframe for completion

LA.910.4.3.2 Students will use/include persuasive techniques

1. Instructional Resources and Lesson Materials Needed:

* Text: *House of Mango Street* by Sandra Cisneros
* For ESOL students: videos of debates such as presidential debates.

1. Lesson Sequence

* **Introduction/Lead-in/ Focus:** (5-10 minutes)
* In the beginning of class, the instructor will first introduce the lesson of day and the day’s agenda.
* The instructor will then explain the purpose of public speaking and use examples of when students will need to know how to successfully use public speaking in real world situations.
* The instructor will then ask students to discuss other opportunities where they might need to utilize their public speaking abilities. This will let the instructor know of the students’ prior knowledge of the importance of public speaking.
* **Explicit Instruction**: (40 minutes)
* It is important to let the students understand that the knowledge of successful public speaking is crucial for allowing students to thrive in the real world.
* The instructor will then explain crucial questions when preparing yourself for public speaking. This will allow students to understand their audience, the purpose of their speech, understands prior knowledge of their audience, and to allow the speaker to establish his/her credibility. (3 minutes)
* The instructor will then model an example of debate, which is a form of public speaking, to the class. (3 minutes)
* The instructor will explain the rubric for the debate to the class. (4 minutes)
* A bag of numbers will be passed around during class. The students will have chosen the number one or two. Students will divide into their groups and begin their discussing their ideas and prepare for the debate. (20 minutes)
* After students start the debate and the class is led into a discussion the instructors then will explain to the students why this is good tool to use in the classroom. (3 minutes)
* The class will then be asked to write their evaluation forms and the class will then give feedback to the instructors. (7 minutes)

ESOL Modifications:

* **Pre Production and Early Production:** Students at this level will not be required to speak; however, PP students will be provided with videos of debate to show them that this is a way of public speaking. They will be given a list of topics to look for such as, body language, eye movement, and posture (all these topics will have accompanying pictures). Students will also be shown videos when it is important to learn public speaking such as, interviews, or speeches to a class. This will allow the student will understand the importance of public speaking.
* **Speech Emergence:** Students at this level will be shown videos of debate for an extra tool for modeling. Students will be placed in groups along with the mainstream students. These students will serve as models for the class debate. SE students will be asked to present one of the reasons that the group has created for the class debate. They will be assessed by a different rubric (indicated below).
* **Intermediate Fluency:** These students will be asked to be a part of the class debate. They will be required to follow the rubric for mainstream students.

1. Assessment and Assessment Criteria:

* Students will be evaluated using this rubric for the class debate.

**Rubric for Class Debate**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4 points** | **3 points** | **2 points** | **1-0 points** | **Score** |
| **Issues Addressed** | Each statement is unique and always address the topic | Some repetition may be present. Statements always address the topic. | At times statements presented do not address the topic.  Statements are also repetitious. | Statements are very repetitious and are not addressing the topic |  |
| **Supporting Facts** | Many facts from the text are used to support the argument | Some facts are used to support the argument | few facts are used to support the argument | No facts are used to support the argument or facts used are false/incorrect. |  |
| **Persuasiveness** | The statements presented are convincing and clear | Most of the statements presented are clear and convincing | Some of the statements presented are clear and convincing | Few or none of statements presented are clear and convincing |  |
| **Teamwork/ participation** | All team members participated in both the organization of ideas and the presenting of arguments | Most team members participated in the organization of ideas and the presenting of arguments | It is apparent that some members did not participate in the organization of ideas and the presenting of arguments | Only a few members seemed to participate in the organization of ideas and the presenting of arguments |  |
| **Total Score** |  | | | |  |

**Checklist Rubric for ESOL students**

Students are not required to speak if they are at preproduction and speech emergence levels. Otherwise, students are required to do the following:

* Maintain eye contact with audience
* Speak loudly and clearly
* Statement should pertain to the topic
* Statement should be in the form of a complete sentence
* Student uses appropriate body language

Students should also participate in the organization of ideas imply by:

* Listening to others ideas
* (if possible) Contribute their own ideas

Lesson Plan Extensions and Modification Ideas

If the time permitted the instructors could have shown videos of debates that could be more of a model for students.

If time permitted the class could have been divided into smaller groups and taken on different topics in the text.

If this lesson could be extended for another day students could be exposed to different types of public speaking and have class activities utilizing these speeches.